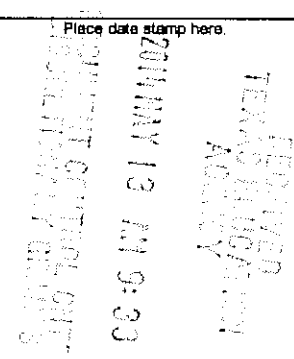


**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	<p>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
San Felipe Del Rio CISD	233901	Dr. Fermin Calderon Elementary #112	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
1741694073	XV	23	069452118
Mailing address		City	State ZIP Code
PO Box 428002		Del Rio	TX 78842-8002

Primary Contact

First name	M.I.	Last name	Title
Aidee		Garcia	Chief Instructional Officer - Elementary
Telephone #	Email address		FAX #
830-778-4010	aidee.garcia@sfd-r-cisd.org		830-774-9960

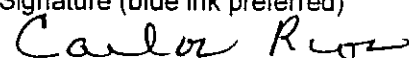
Secondary Contact

First name	M.I.	Last name	Title
Yanakany		Valdez	Chief Financial Officer
Telephone #	Email address		FAX #
830-778-4005	yanakany.valdez@sfd-r-cisd.org		830-775-3844

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Carlos	H	Rios	Superintendent of Schools
Telephone #	Email address		FAX #
830-778-4007	carlos.rios@sfd-r-cisd.org		830-774-9840
Signature (blue ink preferred)		Date signed	
		5-12-14	

Only the legally responsible party may sign this application.

701-14-107-137

Schedule #1—General Information (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus (es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Dr. Fermin Calderon Elementary (FCE) is one of seven elementary campuses in the San Felipe Del Rio Consolidated Independent School District (District) which serves the educational needs of the northeastern part of the Del Rio community and Val Verde County on the Texas/Mexico border. The campus provides educational services to approximately 640 students in Kindergarten through fifth grade. Of these students, 98% are Hispanic while the remaining 2% represent African-American and White students. Approximately 88% of FCE's students are classified as Economically Disadvantaged and 28.5% of all FCE's students are identified as Limited English Proficient (LEP). These percentages are staggering. FCE's percentage of economically disadvantaged students is 20.4% *HIGHER* than the District average and 46.4% *HIGHER* than the State of Texas average. FCE's LEP percentages are 78.1% *HIGHER* than the District average and 66.7% *HIGHER* than the State of Texas average. This extreme concentration of economically disadvantaged and LEP students creates a unique and challenging educational environment in which FCE's students do not have the same learning opportunities outside of the classroom, or beyond the school day, that other students in the community have.

Beyond Blackboards is our proposed 1:1 initiative for the fifth grade students at Dr. Fermin Calderon Elementary (FCE). The goal of *Beyond Blackboards* is to create an interactive 21st Century learning environment for 109, 5th grade students, that will be attending FCE in the 2014-2015 school year. In this target group, there are 94 students who are Economically Disadvantaged (86%) and 24 Limited English Proficient (22%). As noted above, the vast majority of FCE families are low-socioeconomic. However, even more alarming for campus administrators is the fact that 31.1% of FCE families are living at or BELOW the federal poverty line (U.S. Census 2010), a rate that is 53.4% *HIGHER* than the State of Texas average. Further, 15.6% of all families in FCE's catchment area is living on less than \$10,000 a month. Not surprisingly these families have limited access to current technology and devices that can assist students within their learning. These families typically cannot afford to spend precious family income on luxury items such as internet access. Additionally, students that attend FCE often come from families that do not have an education beyond a high school diploma as 24.4% of all adults over the age of 25 in FCE's catchment area are high school dropouts while only 11.8% of all adults have at least a bachelor's degree (U.S. Census, 2010). There is also very little opportunity for academic enrichment opportunities outside of the school environment. To help remediate this condition, the purpose of this program, and the application for these grant funds, is to provide outside of the school day opportunities for FCE students that would otherwise be unavailable. *Beyond Blackboards* will allow students the opportunity to read books that they may not have access to in the school or home library. Students will be able to use gaming applications to build reading and math fluency skills without purchasing expensive gaming consoles or driving to the Val Verde County Library to use outdated computers for a small block of time. With *Beyond Blackboards* FCE students will have access to iPad minis in the classroom to enhance classroom instruction. Further, *Beyond Blackboards* will allow FCE students to extend their learning at home, beyond the classroom, with access to web based instructional programs such as *iStation*, *Think Through Math* and *Study Island*.

FCE met standard according to the 2013 Accountability Rating, however, there were concerns in several areas. The Campus Leadership Team met and discussed these scores extensively. After intense reviews and discussions the team concluded that the best investment possible was to target the following needs: below grade level readers, limited vocabulary, limited access to reading material, below grade level math computation, and below grade level problem solving skills. The team felt that their 2014- 2015 fifth grade students will show the greatest gain with the assistance of the technology grant. *Beyond Blackboards* will help improve overall student success in Reading and Math.

Target Group Data: 2012-13

Sub-Population	All	Hispanic	Eco-dis	Migrant	LEP	At Risk
Math	47	47	45	46	50	47
Reading	64	63	63	50	44	57

San Felipe Del Rio CISD is committed to putting technology in the hands of the students. The district's Five Year Technology Plan outlines plans to create a wireless network and 1:1 learning environments at the elementary and secondary levels.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Year Five of the current Five Year Technology Plan involves new lease for wireless devices at Del Rio High School, completion of the rest of the elementary campuses for the wireless infrastructure, and adding wireless devices to specific elementary grades. This plan does not provide wireless devices to FCE until year five (2017/2018). However, in anticipation of receiving this grant and being able to launch the *Beyond Blackboards* initiative, the District is currently working on installing a wireless infrastructure at FCE. This infrastructure will provide the necessary support for the iPad minis that will be purchased with the grant funds. iPad minis were selected as the preferred platform only after FCE students had the opportunity to access three educational programs (*iStation*, *Think Through Math* and *Study Island*) using different platforms. The students consistently expressed a preference for the iPad minis.

The Curriculum and Instruction Department is also investing in the future of digital learning and using technology for virtual collaboration. Both departments are working together to create a digital repository for instructional materials allowing for collaboration among teachers throughout the District.

Staff will be involved in Professional Development specific to the iPad mini, Digital Citizenship, 21st Century Teaching and Learning, Blended Learning, as well as, in-depth TEKs studies concentrating of ELA and Math. Teachers and administrators will learn how to create interactive learning environments in their classrooms that will not only engage their students from 8:00 AM to 3:00 PM, but will inspire them to keep learning after the school day has ended. The training will be provided by the District's Curriculum and Instruction Department in partnership with the District's Technology Department, and led by the District Instructional Technology Coordinator. Technicians and administrators will also be included in these training so that they will be able to better support both teachers and students during the initiative. Teachers, parents, students, administrators and technicians will also have access to Atomic Learning. Atomic Learning is a web based program that the District currently subscribes to for just in-time Technology Professional Development. The teachers, administrators, technicians and the Instructional Coach assigned to FCE will have adequate training to meet the needs of students. This training will ensure that FCE teachers are ready to successfully engage in the interactive lessons.

Residential Internet access will be provided to families using grant funds so they can effectively and efficiently utilize web based instructional programs at home. Parents and students will receive instructions and documentation on basic care and maintenance of the iPad mini. They will also have access to onsite help in the form of a district technician that is stationed at FCE full time. All stakeholders will be educated about the procedures that have been developed to ensure that students have the technology they need for learning at school and at home, 24/7. Parents, students and teachers will sign the appropriate documentation to provide the District with the assurances that the iPad minis will be for student use and will be well maintained. Parents are responsible for reporting any damages, loss or thefts to the school so that faculty and staff can either help locate the iPad mini or process an insurance claim.

Beyond Blackboards will help close the digital divide and will launch FCE students to the head of the class when they enter into the secondary level. These students would no longer be disadvantaged by not having access to digital learning tools. The funds obtained through this grant will establish a system of implementation of electronic instructional materials while ensuring access for students through loaned equipment for learning at school and at home.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$64,296	\$0	\$64,296	
Schedule #9	Supplies and Materials (6300)	6300	\$35,250	\$0	\$35,250	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	
Total direct costs:			\$ 99,546	\$0	\$ 99,546	
Percentage% indirect costs (see note):			N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$ 99,546	\$0	\$ 99,546	

Administrative Cost Calculation

Enter the total grant amount requested:	\$ 99,546
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$14,932
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Sprint		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: 3G/4G internet service for devices		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$64,296
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$64,296

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$64,296	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$64,296	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	
(Sum of lines a, b, c, and d) Grand total		\$64,296	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted		
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies				
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:				
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:				
6399	Technology Hardware—Not Capitalized						Grant Amount Budgeted	
	#	Type	Purpose	Quantity	Unit Cost			
	1	Apple IPAD Mini	Technology device used for instruction	141	\$250.00	\$35,250		
	2				\$			
	3				\$			
	4				\$			
5				\$				
6399	Technology software—Not capitalized					\$0		
6399	Supplies and materials associated with advisory council or committee					\$0		
Subtotal supplies and materials requiring specific approval:						\$35,250		
Remaining 6300—Supplies and materials that do not require specific approval:						\$		
Grand total:						\$35,250		

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			109	
Category	Number	Percentage	Category	Percentage
African American	1	N/A	Attendance rate	96.6%
Hispanic	107	N/A	Annual dropout rate (Gr 9-12)	0%
White	1	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	94	86%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	24	22%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

This student demographic data is the data of the current fourth graders who will be fifth graders for the grant approval. TEA defines "economically disadvantaged" as a student who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program. The National School Lunch and Child Nutrition Program defines economically disadvantaged as someone who makes at or under 18.5% of the federal poverty guidelines. However, for 31.1% of FCE students this means that they are at or BELOW federal poverty guidelines, a rate that is 53.4% *WORSE* than the State of Texas average.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public							109								109
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:							109								109

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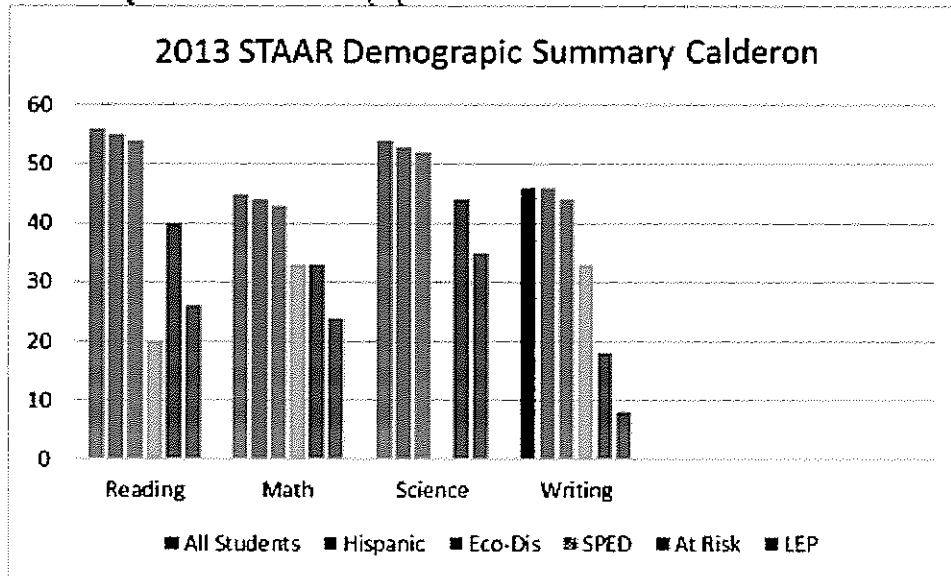
Schedule #13—Needs Assessment

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Leadership Team (DLT) reviewed an accumulation of documents including state assessment data obtained through DMAC reports, AEIS reports, PEIMS data and the STaR Chart data to determine the campuses in the District with the strongest need. As a result of this extensive review and effort, the DLT found that Dr. Fermin Calderon Elementary (FCE) was that campus. FCE serves the educational need of approximately 640 students in grades K through 5th. This campus has the highest economically disadvantaged and the second highest Limited English Proficient population of elementary campuses in the District. A further in-depth review of this data also pointed out that the vast majority of children at FCE have a limited vocabulary and read far below than their respective grade level peers in the District. Additionally, research indicated a historical pattern of below average scores in math and problem solving skills. These factors have contributed to a significantly higher population of "At Risk Students". The graph below identifies the 2013 STAAR scores in all subject areas in the subpopulations that contribute to the areas of concern at FCE.



FCE's 5th grade students were selected because the data analysis revealed that 4th grade students' Reading scores were 37.5% below the State of Texas average and 25.0% below the District average. In Math, 4th graders were 34.8% below the State average and 13.5% below the District average. In Writing, the trend continued, with 4th graders being 34.3% below and 24.6% below the State and District averages, respectively. When the data was disaggregated by ethnicity and socio-economic status alarming trends were seen. Hispanic 4th grade FCE students were 38.9%, 36.2% and 35.7% BELOW the State averages for Reading, Math and Writing, respectively. Fourth grade students identified as being economically disadvantaged were 4.03%, 36.2% and 37.1% BELOW the State averages in Reading, Math and Writing, respectively. Needs were prioritized based on the grade level that was the most significantly below State averages in Reading and Math. With this analysis completed, representatives from the District Leadership Team met with the Campus Principal and her Campus Leadership Team to determine how this grant would best benefit their students. The Campus Leadership Team recommended that the grant funds be used to purchase handheld technology devices for the 5th grade population. These devices will be used in the classroom and at home by participating students. Additional devices will be available on a check-out basis from the campus library.

FCE leadership knows that improvement in overall instruction, as well as literacy development opportunities for struggling and at-risk students is critical to combat these types of achievement gaps among student populations. As a result of FCE's demographic patterns and instructional needs, it is essential that learning be enhanced in the classroom and extended into the homes. Importantly, with the implementation of the *Beyond Blackboard* initiative, FCE students will have access to current technology and devices in the school and at home that assist the campus and its students in achieving the desired learning and performance goals.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Below Grade Level Readers	<ul style="list-style-type: none"> Students will be able to access iStation, eBooks and <i>Study Island</i> from their iPad minis to promote literacy at home. Students will have access to appropriate level readers at school and at home. iPad minis will ensure seamless 24/7 access to award-winning test preparation and standards mastery solutions delivered via an engaging games format.
2.	Limited Vocabulary	<ul style="list-style-type: none"> Students will have access to real world reading material. Students will have access to high interest reading material. Students will have the opportunity to learn new words through gaming. Students will experience words in context. Will allow for different methods of instructional delivery which increases literacy motivation.
3.	Limited Access to Reading Material	<ul style="list-style-type: none"> Students will have access to academically appropriate reading sources. Students will have access to digital libraries and will have access to endless online library collections. Students will have unlimited access to resources to answer self-generated questions as they explore the digital world.
4.	Below Grade Level Math Computation	<ul style="list-style-type: none"> Students will be able to access <i>Think Through Math</i> and <i>Study Island</i> from their iPad minis at home (including students' history and scores to document progress made). Parents, students and teachers can access the progress monitoring data to modify instruction or accelerate learning. Students will have access to math skills games on their iPad minis to promote math fluency.
5.	Below Grade Level Problem Solving Skills	<ul style="list-style-type: none"> Students will be able to access <i>Think Through Math</i> and <i>Study Island</i> from their iPad minis at home. Students will be able to improve their problem solving skills using gaming. Students will have unlimited access to resources to answer self-generated questions which allows for focused practice.

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Schedule #14—Management Plan

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Technician	Works well with students, teachers and parents; Organized; Communicates Effectively; Able to provide instruction to promote capacity in faculty, staff, students and teachers. Must have a working knowledge of technology, including Apple products, Apple Care and insurance claims.
2.	Instructional Coach	Understands what Technology Integration looks like; Can model effective lessons to utilize technology as a teaching and learning tool; Understands how iPads work and can provide basic technical assistance; Has 5 years classroom experience; Has instructional leadership experience.
3.	Instructional Technology Coordinator	Can provide resources and assistance to the Instructional Coach on technology and Technology Integration; Has Master's degree in appropriate field; Has 5 years classroom experience; Has instructional leadership experience; District personnel.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Equipment Management	1. Order/Receive Equipment	10/01/2014	10/31/2014
		2. Inventory Equipment	10/01/2014	8/05/2016
		3. Issue Devices (Teachers/Students)	11/03/14	11/07/15
		4. Inventory Check	12/01/2014	8/05/2016
		5. Collect Devices (Teachers/Students)	6/01/2015	6/01/2016
2.	Professional Development	1. Atomic Learning Basics	8/01/2014	9/01/2015
		2. iPad Mini Training	8/01/2014	9/01/2015
		3. Math TEKS	8/01/2014	9/01/2015
		4. ELA TEKS	8/01/2014	9/01/2015
		5. Blended Learning	8/01/2014	9/01/2015
3.	Parent Training	1. Program Overview	9/01/2014	10/3/2015
		2. Forms Signed and Collected	9/01/2014	10/3/2015
		3. 3G Service	9/01/2014	8/01/2016
		4. Help Desk	9/01/2014	8/01/2016
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Student Training	1. Program Overview	8/25/2014	10/03/2015
		2. Digital Citizenship	8/25/2014	10/03/2015
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Evaluation and Feedback	1. Walk-throughs	11/10/2014	6/01/2016
		2. Survey January (Parents, Teachers, Students)	1/10/2015	1/20/2016
		3. Survey May (Parents, Teachers, Students)	5/10/2015	5/20/2016
		4. Technician Data	10/01/2014	6/01/2016
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14— Management Plan (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently San Felipe Del Rio CISD utilizes a locally developed plan called the Campus Performance Objectives (CPO's) to help monitor campus goals for improving student achievement. The CPO's are established at the beginning of our school year based on the state assessment results for the State of Texas Assessment of Academic Readiness (STAAR). These scores are utilized to devise a 5-year plan for improvement. Once the CPO's are developed, they are continuously monitored and reviewed every 6 weeks for growth and improvement. Consistent feedback is provided to campus principals and their Campus Leadership Committee as well as reported to the School Board on a monthly basis. In addition to monitoring campus goals, the District implements an efficient formal feedback process to continuously review its improvement plans for its grant funded programs; a process which requires the review and alignment to the CPO's and the improvement of the targeted needs of the programs and campuses for which they are designed- programs like the *Beyond Blackboards* Initiative. Data collected includes, but is not limited to, information obtained during walk throughs, surveys (such as Survey Monkey), benchmark assessments, parent feedback, and documentation of informal discussions with students and staff.

As an example, once the *Beyond Blackboards* Initiative is awarded and implemented, the campus staff will begin collecting data that are specific to its CPO's and to the grant evaluation process. Weekly reports will describe not only the student usage of the iPad minis, but the results stemming from the increase of the amount of intervention received through this device. This will include teacher, parent and student feedback and progress monitoring data (e.g. weekly reports from *Study Island*, *iStation*, *Think Through Math*, etc.)

The second step involves implementing detailed reviews and recommendations for student improvement discussed and documented through the *Campus Planning Protocol* setting. The Campus Planning Protocol setting offers key campus stakeholders (teachers, technology technician, and the Campus Leadership Team) the opportunity to share and deliberate recommendations for improvements as it affects the attainment of the initiative's goals.

The final step involves providing the administrative staff, teachers, students and parents with monthly updates regarding the monitoring, implementation and maintenance of the instructional programs using the iPad minis through Planning Protocol, campus staff and parent/community meetings. This continuous process allows the District to provide the Dr. Fermin Calderon Elementary community the support of the *Beyond Blackboards* Initiative as well as collect feedback from these stakeholders as recommended through the grant's evaluation process.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District is committed to not only sustaining this initiative, but to expanding it. Currently the District is participating in two different 1:1 initiatives: Del Rio Freshman campus is in their first year of a 1:1 laptop initiative and the District is planning on extending this initiative to Del Rio High School in the 2014-2015 school year. The District began a 1:1 tablet initiative at Del Rio Middle School in 2012-2013 school year utilizing Texas Title I Priority Schools (TTIPS) Grant funds. That program is currently in its second year. The 2014-2015 school year will bring wireless connectivity to FCE in preparation for the *Beyond Blackboards* iPad mini initiative to begin no later than October 2014.

The District will coordinate efforts by allowing the Instructional Technology Coordinator to work with FCE to establish similar guidelines and procedures as implemented at the Del Rio Freshman campus this year, and to provide all professional development at District cost in accordance to grant timelines. The Technology Department will also allow one technician to be on the FCE campus 90% of the time to coordinate the iPad mini and all other technology equipment for the classrooms.

FCE staff, students and parents are very excited about the *Beyond Blackboards* initiative and the use of the iPad minis to not only improve reading and math achievement, but also prepare students for the 21st Century. With the District's guidance and commitment, this new initiative will remain successful for many years.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Classroom Walkthrough data	1.	Administration checklist of appropriate Blended Learning activities
		2.	Modeled lessons with emphasis on improving reading & vocabulary
		3.	Modeled lessons with emphasis on improving math & problem solving
2.	Lesson Plans	1.	Planning protocol lesson planning sessions
		2.	Lessons with emphasis on improving reading & vocabulary
		3.	Lessons with emphasis on improvement math & problem solving
3.	Planning Meetings	1.	<i>Beyond Blackboard</i> Committee meetings
		2.	Student/Parent meetings
		3.	Planning Protocol meetings
4.	Program Usage	1.	Progress data to document number of students accessing online applications at home
		2.	Progress data indicating time on task
5.	Student Progress	1.	iStation, <i>Think Through Math</i> , and <i>Study Island</i> Reports
		2.	Local Benchmark Assessment Results in reading & math
		3.	State Assessment Results in reading & math

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District will create a *Beyond Blackboards* Committee which will consist of the Technician, Instructional Coach, District Instructional Technology Coordinator, Campus Principal, Parent Representative and Student Representative. This Committee will be responsible for collecting and analyzing program-level data on a monthly basis. This data will include surveys, DMAC walkthroughs, evaluations of professional development, and achievement data from DMAC local/state student assessments, iStation, *Think Through Math*, and *Study Island* (all which are found on the District website and will be collected by the Instructional Technology Coordinator). The Committee will also monitor student attendance, comparing the six-week's data this year to previous years' attendance.

Parents and students will participate in two online surveys. They will be asked to provide feedback about what has been successful with the initiative implementation and they will be asked to provide suggestions for improving the program for the second half of the initiative. The responses will be examined and used to plan for the next phase of implementation.

Teachers will participate in ongoing job embedded professional development and in helping to design 21st Century learning activities. They will also be encouraged to create more blended lessons. The Instructional Coach and the District Instructional Technology Coordinator will work with teachers to help evaluate Web 2.0 tools and apps that will allow students to build their fluency. These tools will also allow students to demonstrate content mastery in meaningful and relevant ways in correlation to the Technology Application Standards. Student achievement data will be gathered throughout the course of the initiative. Student activity with Web 2.0 tools and applications will be monitored through the completion of projects as assigned by the classroom teacher.

Problem correction will be addressed in a timely manner by members of the *Beyond Blackboards* Committee. Teachers currently plan with the Instructional Coach on a daily basis allowing for immediate intervention with teachers who may be struggling with Web 2.0 tools or any other 21st Century skills. Parent trainings will be offered each six weeks to encourage iPad mini usage at home. Reports showing growth in student achievement will be provided during these trainings to the parents to show them what impact the devices, coupled with teacher and parent support, is having on their student's learning.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, as of the 2013-2014 school year, students at FCE do not have access to a technology lending program. However, with full funding of this proposal, FCE will implement a technology lending program titled - *Beyond Blackboards*. One of the goals of *Beyond Blackboards* is to ensure that all 5th grade students have dedicated access to a personal technology device (i.e., the iPad mini). It is imperative that students utilize the lending device and technology to improve their academic levels. The electronic instructional materials chosen by the school are web based and target each student individually to best meet their needs.

141 iPad minis will be purchased (including insurance for each device and a hard cover case) for \$250 each. 109 devices will be loaned to all 5th grade students; 5 devices will be available for 5th grade teacher check-out; the remaining 27 devices will be available for check-out by 4th grade teachers on a rotating basis, so 4th grade students can begin to learn to use digital content in the classroom to prepare them for their 5th grade year. In addition, an internet access provider will provide internet service for \$38 per device, per month. The internet access provider does not require a contract for service. It is estimated that for the purchase of 141 devices the total cost will be \$35,250. Then, to provide internet access, a monthly investment of \$38, per device, brings the total cost, per month, for internet access to \$5358 (i.e., 141 devices x \$38 per device, per month). Thus, FCE will need \$64,296 to provide year round internet access for each device for the first year from the grant. For year two of the grant, the District Technology Department will fund the internet access.

Our technology lending program, *Beyond Blackboards*, will allow fifth grade students at FCE to check-out and borrow iPad minis to:

- Practice essential skills in Reading and Math in school
- Practice essential skills away from school
- Extend any classroom lessons into their home
- Build technology literacy skills
- Use apps to make learning fun
- Access web-based textbooks in school and at home
- Access library books in school and at home
- Access research sources such as a dictionary and thesaurus in school and at home

Current research from Matthew Schneps, a founding member of the Science Education Department at the Harvard-Smithsonian Center for Astrophysics in Massachusetts, found that during his study "Many educators are looking at the iPad as an inexpensive way to deliver content [and] to save money on textbooks, and a lot of apps are available that try to make learning into a game." He also found out that "tapping the unique powers of these devices unleashed neurocognitive capabilities in the brain that aren't used during traditional instruction." (*National Geographic Daily News*, December 10, 2013)

Therefore, being able to extend lessons and learn about things they never could before, especially in their homes, students will improve themselves neurologically and academically. Demand for technology for students in the 21st Century is high, and this grant will give our 5th grade students at Dr. Fermin Calderon Elementary the foundation they will need to prepare for career and college readiness. Without the grant funds, these students may not be so fortunate.

Furthermore, recent increases in high school graduation requirements, along with the new math TEKS standards, have placed greater responsibilities on the elementary grades to prepare students for this challenge. The iPad minis will give FCE the opportunity to prepare all of their students for these academic challenges.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In recent years, the District has moved towards an instructional program that promotes the use of technology in the learning environment for students. The goal of the District's Technology Plan is to provide quality access to technology for students as well as employees. The integration of technology will have limited impact on student learning if there is not regular access to hardware and software that meets the instructional needs of the learner. Through a five-year plan, the Department of Technology has purchased necessary hardware and networking equipment to have a computer for every teacher and a minimum student to computer ratio of 3:1. In addition, the District is constantly looking for ways to leverage our funding to provide the best possible technology access for our students.

Beginning in the 2012-2013 school year, the District through the use of the Texas Title I Priority Schools (TTIPS) grant was able to provide a tablet for every 7th and 8th grade student at Del Rio Middle School. In an effort to expand the successes built on this first 1:1 initiative, the District provided a laptop for every 9th grade student enrolled at Del Rio Freshman School in 2013-14 school year. For the 2014-15 school year, this successful 1:1 initiative will be piloted at Del Rio High School by providing hand held technology for every 10th-12th grade student. These devices will be funded by the Instructional Materials Allotment and the General Technology Fund.

As the District staff and students increased the integration of technology into learning and working, the District has become dependent upon the local and wide area networks' reliability and speed. As the Texas Department of Transportation is constantly trying to maintain and expand roads to the network of Texas highways, the District also needs to maintain and expand our digital network. The District elementary campuses currently maintain 8 network drops in every classroom for internet access and VOIP. Teacher workstation desktop computers, ceiling mounted LCD projectors and document cameras are available in 90% of Elementary classrooms. All elementary schools have two network computer labs with a full-time teaching assistant to aid the staff and students in technology implementation. However, as noted above, the FCE campus has not had the luxury of being able to offer a technology leading program.

Thus, with the TEA Technology Lending Program funding of the *Beyond Blackboard* Initiative, the FCE campus would integrate and expand the technology and instructional programs currently used on the FCE campus into the home environment of their students to support individualized instructional approaches and the prioritized instructional needs of the campus. The integration and expansion of instructional programming between home and school will serve as a tool to increase, not just student academic achievement of the student, but also the partnership between home and school.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 233901

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District's Five Year Technology Plan outlines a mission to create a wireless network and 1:1 learning environments at all campuses. The *Beyond Blackboards* initiative will enhance the existing Technology Plan that the District has initiated by implementing a lending program at the District's most needy elementary campus three years ahead of time. It will also improve the ability for students at FCE to use electronic instructional resources and extend the digital opportunity at home to increase students' overall academic success.

Goal One of the District goals reads as follows: *The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.* Providing students with diverse instructional opportunities as the iPad mini and innovative instructional materials supports this District goal by effectively integrating advanced technologies into the curricula and instruction to ensure student success. Furthermore, the District's vision reads as follows: *The San Felipe Del Rio Consolidated Independent School District provides a safe and nurturing environment where all students become contributing citizens prepared to compete and excel in an ever-changing world.* As we prepare our students for the 21st Century, we know that keeping them abreast of the newest technology is one way to prepare them for college and career success, thus enabling them to be prepared for, compete in, and excel in an ever-changing world.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 233901

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District is a 5A school district located west of San Antonio and five miles east of the United States – Mexico border. The district has a 10,600+ student enrollment and is composed of the following 12 campuses: Del Rio High School serving grades 10 – 12; Del Rio Freshman serving grade 9; Del Rio Middle School serving grades 7 – 8; San Felipe Memorial Middle School serving grade 6; Irene Cardwell Elementary serving Early Childhood – Prekindergarten; and 7 elementary campuses serving grades K – 5—Buena Vista, Garfield, Dr. Lonnie Green, Ruben Chavira, Lamar, North Heights, and Dr. Fermin Calderon.

The Fall 2013 Snapshot demographics used to prioritize the campuses with the highest need for a technology lending program is captured in the table below:

NAME	GRADE SPAN	TOTAL ENROLL	ECONOMICALLY DISADVANTAGED		LIMITED ENGLISH PROFICIENT (LEP)		MIGRANT	
STATE	EE - 12	5,058,939	3,055,599	60.4%	865,079	17.1%	35106	<1%
DISTRICT	EE - 12	10,655	8,086	75.8%	1,372	12.9%	1,288	12.1%
Dr. Fermin Calderon Elementary	K - 5	646	581	89.9%	196	30.3%	113	17.5%
Lamar Elementary	K - 5	573	511	89.2%	157	27.4%	71	12.4%
Garfield Elementary	K - 5	881	746	84.7%	283	32.1%	123	14.0%
North Heights Elementary	K - 5	746	632	84.7%	143	19.2%	79	10.6%
Chavira Elementary	K - 5	600	469	78.2%	103	17.2%	63	10.5%
Dr. Lonnie Green Elementary	K - 5	713	536	75.2%	116	16.3%	64	9.0%
Buena Vista Elementary	K - 5	851	437	51.4%	118	13.9%	39	4.6%
Del Rio High School	10 - 12	2,030	1,267	62.4%	147	7.2%	223	11.0%
Del Rio Freshman	9	813	621	76.4%	86	10.6%	91	11.2%
Del Rio Middle School	7 - 8	1,502	1,176	78.3%	182	12.1%	194	12.9%
San Felipe Memorial Middle School	6	736	570	77.4%	91	12.4%	94	12.8%
Cardwell Elementary	EE - PK	580	540	93.1%	129	22.2%	134	23.1%

With the exception of Cardwell Elementary, the District's Early Childhood campus, Dr. Fermin Calderon Elementary has the highest economically disadvantaged (ED) student population; the highest migrant population and the second highest LEP population in the District. Compared to the State, FCE exceeds the State numbers for ED and LEP by more than 20%. These three factors, ED, LEP and migrant, when combined, create a unique and challenging population that does not have the same learning opportunities outside of the classroom or beyond the school day to which other students in the community have access. It is for this reason, coupled with low achievement results, that makes FCE a priority campus for the technology lending program.

The District is partnering with Sprint to provide 3G service for the *Beyond Blackboards* Initiative iPad minis. The subscription will be paid for by the district with grant funds thus removing the connectivity barrier that many FCE students experience. Students will be able to access Web 2.0 tools as well as current district subscription websites from home and learning will continue for all 5th grade students at FCE beyond the school day.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, every classroom at Dr. Fermin Calderon Elementary is outfitted with a ceiling mounted LCD projector, a document camera and a Promethean Interactive White Board. Teachers have the opportunity to use this equipment to integrate technology into their instruction. These tools bring additional resources and experiences into the classroom. Unfortunately due to the lack of computers for student use, students remain consumers of content. This is not a bad thing but in working toward being 21st Century Learners students need to be able to create digital content as a means of demonstrating content mastery. For example, students may read an eBook on the Promethean Board, complete with animation and sounds of pages turning. They may then discuss the text structure of the text they just read. The teacher will then assign a paper and pencil assignment for the student to demonstrate their learning and understanding of text structures. But, with a device in the hand of every student, the teacher now has the opportunity to allow the student to make a choice of how they will demonstrate understanding – perhaps the student will create a video, or a podcast. Also, the teacher may create a blog and have the students post what they know about text structures or links to other eBooks that have similar structures.

As a District we want all of our students to have the same opportunities as students in other cities, states and even countries. Providing devices for our struggling and economically disadvantaged students helps to level the curriculum playing field. With the *Beyond Blackboards* initiative FCE will now have the same opportunity to use the same resources as more affluent students.

Additionally, the District's Curriculum and Instruction Department along with the Technology Department are working to create a digital curriculum/resource repository on our District website. This repository will be a place for teachers of all content and levels to share lessons and resources which are aligned to the District Curriculum. Soon this repository will grow to include both parent and student portals. The District is also moving towards digital textbooks and in the very near future it will be standard operating procedure for all students to have some type of digital device as a tool for learning.

Classroom teachers will also be able to utilize apps such as NearPod to create or download interactive presentations that can then be shared with students. Students then interact with the presentation and submit responses which the teacher can then monitor and review. Socrative is an app that allows for formative assessment in which teachers can create or utilize pre-made "quizzes". Students respond using their iPad minis and the data is collected in a spreadsheet for the teacher to analyze.

FCE's classroom management plan, "Leader in Me", is modeled by Steven Covey's "7 Habits of Highly Effective People". Through this program, students will learn to manage, care for, and utilize their iPad minis effectively and properly.

Furthermore, as a District we are committed to implementing activities and resources that addresses students' needs on a daily basis. The District utilizes Planning Protocol, a district-wide planning guide which addresses assessment, TEKS, and Learning Targets along with academic vocabulary, instructional resources, and support for all learners through differentiated instruction. Digital resources from this grant would significantly help to continue to facilitate the positive changes that are occurring in our District in relation to instructional delivery of content by providing teachers with new and innovative ways to engage students. Technology would allow students, who on most occasions, cannot experience a fine arts museum or visit a Smithsonian Museum, can do so with technology via virtual tours. Further, technology allows students from FCE to learn about other cultures and countries via a software program called ePAL. The implementation of engaging lessons, formative assessments and online courses for homework (all which are aligned to the District curriculum), along with student engagement and exploration of online information will enhance our students' awareness of the world around them, will not only improve their reading and math skills, but will help build knowledge through experiences they may not have without technology.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beyond Blackboards Initiative is focused on improving Dr. Fermin Calderon Elementary (FCE) 5th grade students' enjoyment of and success in Mathematics and Reading. Further, the focus of *Beyond Blackboards* is not only to increase student achievement outside of the school walls, and long passed the dismissal bell, it is also to increase student's literacy.

MATH: If you have read the newest revisions to the Math TEKS, it is readily apparent that literacy isn't just for Reading classes anymore. Long gone are the days of spending an entire math period doing math fact speed drills. The classroom focus is now on higher order thinking skills and problem solving. In order to perform these advanced skills students must be fluent in their math facts. Thanks to the internet this can be done in a fun gaming environment that doesn't look like learning. Students will be able to access games and activities that will increase math vocabulary and practice, using online and embedded differential learning styles, real world application at various academic levels to improve their classroom performance.

ENGLISH/LANGUAGE ARTS: These same problems exist in English Language Arts. Reading isn't really the problem, it is the vocabulary. The days of students looking up words in the dictionary and writing the definition in a spiral notebook are also gone. Students need to see vocabulary in context. There is no way to predict all of the words a student must know to be successful in life but we do know it is more than just the words in bold in the Reading basal. By providing iPad minis, access online educational applications, and a great deal of guidance, FCE 5th grade students will have access to reading material outside of the basal, or the school library or even the Val Verde County Library. Students will have access to apps like *Explain Everything* or access to eBooks. Even if the student wanted to go "old school" and just practice vocabulary there are a plethora of flashcard apps that can be utilized for memorization and recall.

Interactive programs such as *Brain Pop*, Atomic learning, *iStation*, and *Study Island*, which our students are already exposed to during the school day, would increase in usage as students could access these evidenced-based applications at home. During the school day these apps are used in a whole group setting and in 30 minute increments three days a week. But with *Beyond Blackboards* these apps would be used individually at home as a re-teach tool. This will create more opportunities for students to dive deeper into the content and develop a better understanding in areas they may have traditionally struggled.

No matter the content, meeting students' needs at each individual level is a challenge. Differentiated instruction is the key to successful student achievement today and is a challenge for all teachers. With the use of the iPad minis, teachers would have additional resources and leverage to meet the needs of students at their academic level and scaffold up. The presentation of information through technology would benefit students who may have disabilities such as ADHD, dyslexia, cognitive/language delays or simply language barriers. The implementation of technology for an entire grade level would allow for the differentiation of content through visual, verbal, and tactile presentations. It would make read alouds available for Dyslexic students, tactile graphics for students with poor vision, and translated text for Spanish speaking students, just to name a few.

Technology can not only help meet the students' academic needs but technology can help meet their psychological and social needs as well, which is as imperative. The opportunities for students of low socioeconomic backgrounds, to have lessons taught on cyberbullying, basic guidelines for internet usage, social networking, and counseling will affect their specific circumstances and will help address their individual needs. These programs are available on several websites that can be accessed through the web in the privacy of the students own home, where the whole family could benefit.

The District is dedicated to the development of a strong psychological, social and academic student: one who can be successful at the highest levels in their community. The District and FCE administrators believe that access to technology is a key factor to making this a reality.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers currently have access to online technology courses through the district's subscription to Atomic Learning. Prior to being issued a device, the District will ensure that all teachers participating in the *Beyond Blackboards* Initiative will have completed the required training for interactive instruction technology equipment in their classrooms. Currently, that equipment consists of a ceiling mounted LCD projector, a document camera and an interactive whiteboard funded by . The courses range from software applications such as PowerPoint to Web 2.0 tools such as YouTube and Google Drive. Teachers also participate in a course explaining what it means to be a 21st Century Educator. Upon completion of these courses teachers will be able to print out a Certificate of Completion. This certificate will be kept on file with the grant for the life of the *Beyond Blackboards* Initiative.

Once the teacher has completed the basic required District training, she/he will participate in a half day, hands on training for the selected device. It is important that the teacher be aware of the functionality of the device itself before being expected to use the device with students to enrich learning. All 5th grade FCE teachers will receive this training from the District Instructional Technology Coordinator by December 2014. Upon completion of this half-day course teachers will receive a certificate of completion which will document their proficiency in being able to solve basic technical problems involving the devices. The certificates will also be kept on file for the life of the grant.

As state standards have changed, there is an increased demand for Math fluency and advanced Reading skills. Teachers will receive training on the new Math TEKS, ELA TEKS and Technology Application TEKS during our August District Staff Development days given by District presenters and paid out of Title II funds. FCE teachers will also participate in a summer 2014 TEKS study to determine the importance of fluency in both Math and English Language Arts. Before December 2014, the District Instructional Technology Coordinator will train FCE teachers in becoming familiar with the Technology Application TEKS with a focus in Digital Citizenship.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus will have complete wireless infrastructure for wireless (Wi-Fi) connectivity in areas where devices are to be used. This will include, but not be limited to, the following areas: (1) cafeteria, (2) classrooms, (3) library, and (4) all other common areas of the campus. Wi-Fi connectivity on campus will be based on a 1:1 concept for the 5th grade level using the wireless devices. Internet access will be in compliance to Children's Internet Protection Act (CIPA) regulations and the District content filtering which will manage web access to programs identified as educational in nature while using the district Wi-Fi system.

Internet access at home or on campus will be in compliance with CIPA regulations and user log-in will determine program accessibility per District content filter guidelines. Home use will be regulated via the permissions allowed as determined by administrative privileges that are controlled by the District's Instructional Technology Department.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Felipe Del Rio CISD will use grant funds to provide 3G Service to student homes through Sprint, a third party service provider. Sprint will provide unlimited data plans for a reduced price and they do not require any contracts for the school or for the families participating in *Beyond Blackboards*.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District will provide a dedicated computer technician for FCE. This person will report to and be housed at FCE. The dedicated technician will spend 90% of their workday assisting parents, students and teachers with any technology needs related to either classroom instruction or the *Beyond Blackboards* Initiative. The devices will be issued to students for their use in extending their educational opportunities beyond the confines of the school building and beyond the limits of the school day. However, the parents will be a crucial factor in the success of the home piece of the implementation of this initiative. Parents will be expected to help their child maintain the device, install updates (if necessary) and monitor student online activity. Parents will be trained to do these things prior to issuing the devices to students, but the technician will be available to assist parents if any problems arise. The technician will be available before and after school. During the school day, the technician will provide support for students and teachers. The technician will also be assisting teachers with their classroom technology to maximize instructional time utilizing technology. By having a technician on campus there should be very little time that a student is not able to use their iPad mini. The technician will also handle all Apple Care and insurance claims.

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Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once the technology lending equipment is received at FCE the campus Librarian and the library staff will begin barcoding it for check-out. The barcodes will be tracked through Destiny, the library circulation program used by all SFDRCSISD campuses. When the iPad minis are ready to be checked out students will use the same process they use to check out library books. Teachers' iPad minis will be checked out to teachers prior to the beginning of the school year to be used as part of their Professional Development and lesson development training.

Prior to students checking out their iPad minis they will demonstrate a grade level mastery of the Digital Citizenship Strand of the Technology Application TEKS. Using a Training of Trainers Model (TOT) the District Instructional Technology Coordinator will train FCE classroom teachers to utilize www.commonsemmedia.org to instruct their students on Digital Citizenship.

Once the iPad minis are received and barcoded, students will go to the library during a scheduled time determined by the classroom teacher and the campus Librarian. The campus Librarian will teach a lesson about basic care of the device and a review of Digital Citizenship responsibilities. Students will then check the devices out to use in the classroom for a three week period. Once all appropriate documentation, including AUP, Student/Parent Pledges and the Technology Lending Agreement (TLA) have been signed, collected, and verified, and initial parent training meetings have been conducted, students will be allowed to take their iPad minis home.

Equipment checks will be held as needed but at least every six weeks. Students will bring their devices to the library to be scanned to make sure the device and the student are correctly matched. During this time the assigned technician will conduct a quick check of the device that includes, at a minimum, the following.

- Does the device power up?
- Is there any structural damage to the device?
- Does the device's battery properly charge and/or hold a charge?
- Is the device in working order?
- Does the device need any further maintenance? Is it covered by insurance?

Following the equipment checks the devices will be "returned" to the student.

A dedicated technician provided by the SFDRCSISD Technology Department will be on campus to resolve any equipment malfunctions that arise during the school day. The technician will also be available to assist parents with operation of the devices. (Most anticipated problem: connecting to Wi-Fi.) The technician will also visit classrooms to maintain the other technology equipment within the classroom to allow for seamless integration. The target time for work order turn around should be less than 30 minutes and a log of all work orders will be maintained by the Technician.

At the end of the school year, students will return their devices to the library. Devices will be scanned to transfer ownership from the student to the campus. A checklist will be used to evaluate each device to determine if it needs repair, updates, or if it can no longer be used. Devices that need servicing will be serviced and stored with devices in good working order.

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Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Technology Lending Equipment Policy stipulates that the FCE's Librarian and Technician will maintain the equipment inventory list and conduct inventory checks once each grading period (i.e., every six weeks). Students will bring their devices to the library to be scanned, via the Destiny system, to make sure the device and the student are correctly matched. During this time the assigned FCE technician will check each device using an iPad mini physical inventory checklist. Once the iPad minis have been assessed by the technician, they will be returned to the student owner. A record of inventory claims and repairs will be kept in the student's file along with the checklists that document indicating that the device has been evaluated at least every 6 weeks.

If it is determined that the device needs servicing beyond what the district is prepared to fix or is capable of handling, an insurance claim will be filed by the FCE Technician with the District's insurance provider.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District's Technology Lending Agreement (TLA) being proposed for the *Beyond Blackboards* Initiative was developed using the Laptop Agreement designed for the 1:1 Laptop Initiative at the Del Rio Freshman Campus (DRFS). This agreement was reviewed and revised based on program performance at DRFS which included extensive feedback from students, parents and campus staff. The Agreement contains guidelines for the student's use of the iPad and guidelines for the student's parents. The student portion of the agreement contains information about (1) basic care and handling of the iPad mini, (2) charging of the device, and (3) app management. The parents' portion includes information related to: (1) setting limits with their student's electronics usage at home (e.g., screen time), (2) ensuring parents know their student's password to all online accounts, (3) how to monitor what their student is doing online, and (4) what steps a parent should take if their student is bullied online or solicited by a predator. The TLA also reinforces general care and maintenance of the iPad offering reminders such as: (1) never leave your iPad mini unattended, (2) never throw your iPad mini, and (3) how to report a problem to the FCE Help Desk if the iPad mini fails to work or is damaged. The TLA also provides information on what a parent and student should do if the iPad mini is stolen or lost, as well as exactly what the student is being provided with. In addition, there is an Acceptable Use Policy that includes responsible use of the District's digital resources and responsible use of the internet, that both parents and students must sign before the device is issued. There is also a Student Pledge for iPad use that all students must read through, understand, and agree. Parents will also sign the Student Pledge. Prior to the Student Pledge being issued and signed, all students will complete the Digital Citizenship Coursework utilizing Common Sense Digital Media curriculum found at www.common sense media.org. Teachers, the Instructional Coach and the campus Librarian will all receive training by the District Instructional Technology Coordinator on how to access and teach this free curriculum. Students will participate in the recommended activities to demonstrate a grade level mastery of the Digital Citizenship strand of TEKS. Finally, the TLA will contain a Parent iPad mini Agreement. This last portion of the document reminds parents that they are responsible for helping their student learn to be responsible for their issued iPad mini and will help parents by providing guidance on how to keep their student's iPad mini safe and in good condition. The page will also remind parents that the iPad mini is the property of the District and is only being loaned to the student.

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